

## **ENGLISH DEPARTMENT**

## **ENGLISH IV CP: COURSE #143**

### **Contact Information**

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### **The Department's Educational Philosophy**

Proficiency in English is an essential component of education in the United States. An ability to understand and communicate in English is fundamental to the preservation of our democratic system and to the well being of its citizens.

### **Guiding Principles**

An essential component of education and the learning process is the development of proficiency in the arts of language. The ability to articulate and respond to complex ideas is a requirement of participatory citizenship and ultimately allows each of us to be more fully human.

- Speak and write clear, idiomatic English.
- Engage in the writing process, from pre-writing to editing and peer feedback to revision.
- Develop voice and depth in both personal and literary papers.
- Develop confidence, independence and critical judgment relative to one's own work.
- Understand as fully as possible what is read.
- Increase understanding of self and others through literature.
- Develop standards of judgment and taste in literature.
- Find enduring pleasure and value in reading good books.

## **ENGLISH IV CP: COURSE #143**

**Course Frequency:** Full-year course, five times per week

**Credits Offered:** Five

**Prerequisites:** Successful completion of English III or an approved equivalent

### **Background to the Curriculum**

This course continues to evolve from the original English IV curriculum developed in 1990.

### **Core Topics/Concepts/Skills**

English IV is organized around the four themes of Self, Family, Heritage, and Community. Understanding each theme and the complex relationships between and among them is the major focus of the senior curriculum.

Through the study of literature, students will:

#### Unit: Self

- Understand that decisions affect not only the one making the decision, but also the people around him/her.
- Acknowledge the place that the education process occupies in defining the self.
- Recognize in literature the moment of self-awareness/epiphany.
- Recognize the extent to which characters define themselves in the choices they make.
- Understand the importance of the individual in an age of conformity.

#### Unit: Family

- Understand the dramatic possibilities in the shared experiences of family life.
- Understand the factors that make a family dysfunctional.
- Develop sensitivity to the roles of family members.
- Distinguish between duty to self and responsibility to family.

Unit: Heritage

- Develop sensitivity to the history and assumptions of another culture.
- Understand the clash of values between old and new world cultures.
- Distinguish the importance of culture in defining the self.
- Define the cultural values that create the family customs and traditions.

Unit: Community

- Understand that a group of people working together can accomplish a great deal.
- Understand that the community is wider than town and city.
- Recognize the rights and responsibilities of the self within the larger community, ranging from family to the world.

Also important in this course are the further development and refinement of language skills emphasized in previous grades: close critical reading, process-oriented writing, critical and creative thinking, articulate speaking and attentive listening, and further development of vocabulary.

**Course-End Learning Objectives**

<b><u>Learning objectives</u></b>	<b><u>Corresponding State Standards, where applicable</u></b>
The Massachusetts Curriculum Framework for English Language Arts is comprised of twenty-seven General Standards organized into four Strands: Language, Literature, Composition and Media. The Learning Objectives for this course are matched to the appropriate Framework Strand and Standard.	
<b>Reading skills</b> are listed by increasing level of difficulty, moving from the concrete skills of observing and recalling to the more abstract skills of interpreting, synthesizing, analyzing and evaluating. It is the goal of the English Department to move each student toward mastery of advanced skills.	
1] Understanding of plot, characters, and setting	Lit. #9, 12
2] Literal interpretations of events	Lit. #8
3] Understanding of theme	Lit. #11
4] Understanding of characteristics of different genres	Lit. #10
5] Understanding of structure	Lit. #12, 13, 14, 17
6] Observation of connections and patterns	Lit. #12
7] Observation of recurring character traits	Lit. #12

<ul style="list-style-type: none"> <li>8] Observation of similarities and differences among characters</li> <li>9] Making of inferences about plot events, character, and theme</li> <li>10] Interpretation of character</li> <li>11] Observation and understanding of cultural values</li> <li>12] Interpretation of symbolic events</li> <li>13] Synthesis of concepts and patterns</li> <li>14] Analysis of the ways that style impacts theme and mood</li> </ul>	<ul style="list-style-type: none"> <li>Lit. #12</li> <li>Lit. #12, 17</li> <li>Lit. #12</li> <li>Lit. #9, 16</li> <li>Lit. #12</li> <li>Lit. #12</li> <li>Lit. #15</li> </ul>
<p>The <b>writing skills</b> listed below recognize that writing is a cumulative skill, with each level assuming the skills of the previous level.</p>	
<ul style="list-style-type: none"> <li>1] Editing one's own and others' work for organization of ideas</li> <li>2] Making meaningful revision based on peer and teacher feedback</li> <li>3] Writing with purpose, focus, and unity</li> <li>4] Generating own topic and narrowing into a controlling idea statement</li> <li>5] Forming a thesis statement in response to teacher-directed prompt or student-chosen topic</li> <li>6] Using well-written topic sentences that support the controlling idea</li> <li>7] Writing well-organized, developed paragraphs to support the controlling idea</li> <li>8] Writing conclusions that bring closure to the paper and relate ideas to a greater concept</li> <li>9] Writing with grammatical correctness</li> <li>10] Writing appropriately for an intended audience</li> </ul>	<ul style="list-style-type: none"> <li>Comp. #22</li> <li>Comp. #21, 22</li> <li>Comp. #19</li> <li>Comp. #19</li> <li>Comp. #19</li> <li>Comp. #19, 23</li> <li>Comp. #23</li> <li>Comp. #23</li> <li>Comp. #22</li> <li>Comp. #20</li> </ul>
<p>All students will write and deliver Senior Speeches.</p>	
<p>The <b>thinking skills</b> in this course will further develop the ability to apply the following to literature.</p>	
<ul style="list-style-type: none"> <li>1] Observation and recall of information</li> <li>2] Understanding and translation of knowledge into new context</li> <li>3] Identification of components and patterns</li> <li>4] Drawing conclusions and making generalizations</li> <li>5] Relating conclusions drawn from literature to the students' own lives</li> </ul>	
<p><b>Speaking and listening skills</b> at this level provide opportunities for students to develop and refine the following communication skills.</p>	
<ul style="list-style-type: none"> <li>1] Reading aloud with understanding</li> <li>2] Participating in whole-class and small-group discussions</li> </ul>	<ul style="list-style-type: none"> <li>Lit. #18</li> <li>Lang. #1, 2</li> </ul>

<p>3] Delivering a speech (and presentations) with attention to audience and purpose</p> <p>4] Paying attention to voice, mannerisms, attitude and body language when presenting or delivering a speech</p> <p>5] Presenting orally an explication of a reading passage</p> <p>6] Listening for understanding and meaning</p> <p>7] Listening to appreciate literature</p> <p>8] Listening to evaluate a speech</p>	<p>Lang. #3</p>
<p><i>Vocabulary skills</i> will be developed through formal vocabulary study and analysis of vocabulary in context.</p>	<p>Lang. #2</p> <p>Lang. #4, Lit. #8</p>

**Types of Unit, Including Unit-End Assessments**

(In many instances grading rubrics accompany assessments to provide students a clear outline of expectations.)

- Open response questions
- Essay test/quiz
- Analytical paper
- Personal response paper
- Objective reading quiz
- Checked homework
- Reading log
- Oral work (e.g., class participation, presentation, recitation)
- Group presentation
- Group writing assignment
- Special project
- Senior speech
- College essay

### Technology Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills and/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
1] Students will word process and properly format papers.	
2] Students will follow computer-use guidelines and the Academic Integrity Policy stated in the Acton-Boxborough Regional High School Student Handbook.	
3] Students will see the value and the limitations of web sites offering literary assistance.	
4] Students will use and properly cite the internet for literary criticism.	

### Materials and Resources

#### Required texts

<i>All My Sons</i>	Miller	(Family)
<i>Beyond the Horizon</i>	O'Neil	(Self)
<i>Montana, 1948</i>	Watson	(Family)
<i>Night</i>	Wiesel	(Heritage)
<i>Marathon Man</i>	Goldman	(Self)
<i>Black Boy</i>	Wright	(Heritage)

#### Supplemental texts (at least five of the following works are studied)

<i>Miracle of St. Anthony</i>	Wojnarowski	(Community)
<i>In These Girls, Hope is a Muscle</i>	Blais	(Community)
<i>The Boys of Winter</i>	Coffey	(Community)
<i>The Visit</i>	Burrenmatt	(Community)
<i>The Princess Bride</i>	Goldman	(Community)

Supplemental texts (continued)

<i>Henry IV, Part I</i>	Shakespeare	(Self)
<i>Hound of the Baskervilles</i>	Doyle	(Self)
<i>I Know Why the Caged Bird Sings</i>	Angelou	(Heritage)
<i>The Night Lives On</i>	Lord	(Community)
<i>One Day in My Life</i>	Sands	(Self)
<i>One Day in the Life of Ivan Denisovich</i>	Solzhenitzyn	(Self)
<i>Hamlet</i>	Shakespeare	(Self)
“Song of Myself”	Whitman	(Self)

Films (at least two of the following will be studied)

<i>Driving Miss Daisy</i>	(Heritage)
<i>Marathon Man</i>	(Self)
<i>Milagro Beanfield War</i>	(Community/Heritage)
<i>Ordinary People</i>	(Family)
<i>A River Runs Through It</i>	(Family)
<i>Triumph of the Spirit</i>	(Heritage)
<i>Mr. Roberts</i>	(Self)

The following instructional methods may be employed in this course.

Teacher-centered activities

- Instruction/transmission of information and board notes
- Correction/discussion of writings on overhead
- Solution to teacher-posed problems as individuals or small groups
- Webbing or mapping to gather and organize information
- Question and answer in full-class discussion
- Completion of study sheets and homework questions

Student-centered activities

- Brainstorming
- Collaboration on solutions of problems
- Peer editing
- Student generation of questions to consider
- Reflective or creative writings, shared with class
- Projects and oral presentations